

# **Connecting Student Affairs to Academic Affairs through Student Leadership Competencies**

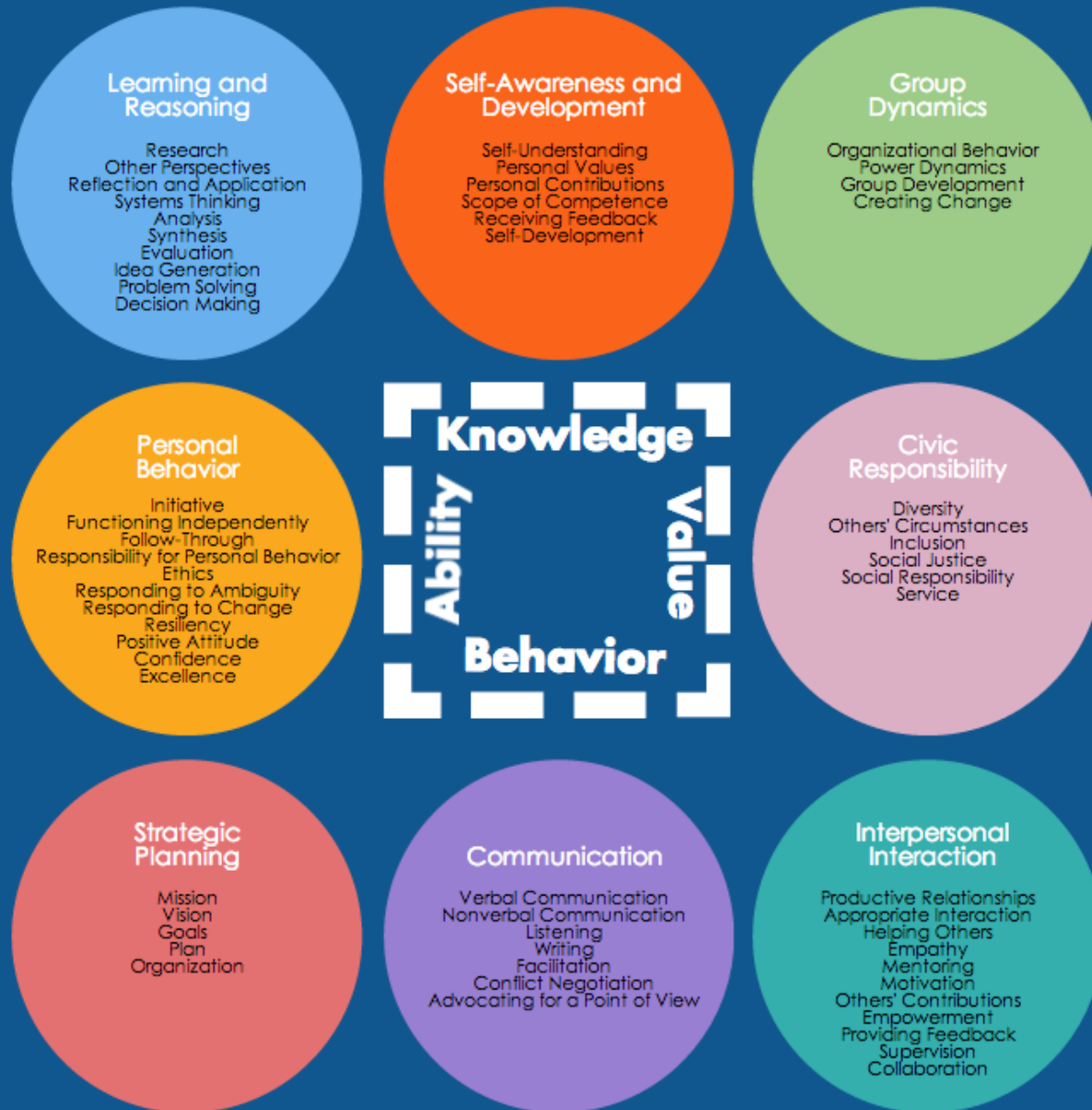
**Sabrena O'Keefe & Stephanie Jamanca,  
FIU Center for Leadership and Service**

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# PRESENTATION OUTLINE

- **OVERVIEW**
- **WHY COMPETENCIES?**
- **EXPLANATION OF STUDENT LEADERSHIP COMPETENCIES**
- **HOW TO USE COMPETENCIES**
- **ACADEMIC PARTNERS**
- **RESOURCES**

# Student Leadership Competencies



Seemiller, C. (2013). The student leadership competencies guidebook: Designing intentional leadership learning and development. San Francisco: Jossey-Bass.

The purpose in undertaking this study was twofold: to create a set of leadership competencies and measurements based on research that scholars and practitioners could use as learning outcomes for curricular and co-curricular leadership programs and to use these competencies to translate learning outcomes from 522 academic programs within 98 academic accrediting organizations to serve as a common language of leadership.

# WHY COMPETENCIES?

- Competency: Fundamental knowledge, attitude, or skill in a specific subject area.
- Leadership competency models are used by nearly 75 percent of businesses (Conger & Ready, 2004).
- Competency models are used across sectors-business, nonprofit, healthcare, education, military, law enforcement, library science, and hospitality. Examples include:
  - Arizona Nurse Leadership Model (Weston et al, 2008)
  - U.S. Air Force Wing Chaplains (Costin, 2009)
  - Core Competency Model for Libraries (Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle, & Weare, 2009)
- Many professional organizations use competency models (Ammons-Stephens et al, 2009).

# WHY COMPETENCIES?

- Create intentional leadership development
  - Macro-level
  - Micro-level
- Leadership development becomes measureable
  - Assessment
- Accountability
  - Designing and measuring programs with purpose
- “Students will know what competencies will be expected of them in their future careers and can both intentionally develop the competencies necessary for their fields as well as articulate their development using competency language with perspective employers in the job search process.” –Corey Seemiller

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# STUDENT LEADERSHIP COMPETENCIES

BY COREY SEEMILLER

# STUDENT LEADERSHIP COMPETENCIES RESEARCH

- Framework started from the Council for the Advancement of Standards (CAS) in Higher Education and outcomes from the ACPA/NASPA 2004 document, Learning Reconsidered
- Integrated the Relational Leadership Model (Komives, Lucas, & McMahon, 1998), the Social Change Model of Leadership Development (Higher Education Research Institute, 1996), and the 5 Practices of Exemplary Leadership (Kouzes & Posner, 1995)
- Piloted with 413 academic programs from 49 different academic accrediting organizations affiliated with the Council for Higher Education Accreditation

# STUDENT LEADERSHIP COMPETENCIES RESEARCH CONT.

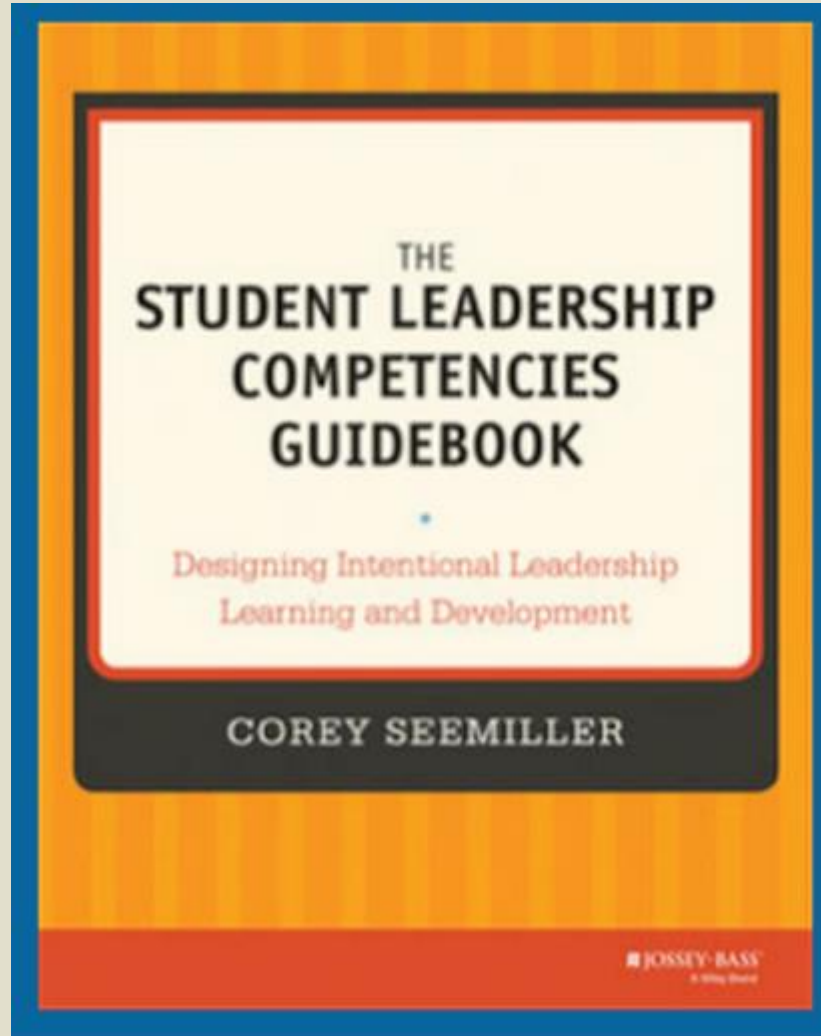
- The researchers used these organizations to first analyze for emergent themes of leadership outcomes not initially included in the Student Leadership Competencies then added them
- Finally, 23 additional accrediting organizations from the Association of Specialized and Professional Accreditors and the U.S. Department of Education were also coded
- Totaled to 522 academic programs within 98 academic accrediting agencies



1.	AABI Aviation Accreditation Board International	24.	ADA American Dental Association		Management Education	74.	JRCNMT Joint Review Committee on Educational Programs in Nuclear Medicine Technology
2.	AACSB The Association to Advance Collegiate Schools of Business	25.	AECT Association for Educational Communications and Technology	50.	CCE Council on Chiropractic Education	75.	LCME Liaison Committee on Medical Education
3.	AAFCS American Association of Family and Consumer Sciences	26.	ALA American Library Association Committee on Accreditation	51.	CCIE Commission on Collegiate Interpreter Education	76.	MEAC Midwifery Education Accreditation Council
4.	AAFS American Academy of Forensic Sciences	27.	ALA/AASL American Association of School Librarians	52.	CCNE Commission on Collegiate Nursing Education	77.	NAACLS National Accrediting Agency for Clinical Laboratory Sciences
5.	AAHPERD-AAHE American Association of Health Education	28.	AMLE Association for Middle Level Education	53.	CEC Council for Exceptional Children	78.	NAAEE North American Association for Environmental Education
6.	AAHPERD-NASPE National Association for Sport & Physical Education	29.	AOA American Optometric Association	54.	CEPH Council on Education for Public Health	79.	NAEYC National Association for the Education of Young Children
7.	AAMFT American Association for Marriage and Family Therapy	30.	AOA American Osteopathic Association	55.	CIDA Council for Interior Design Accreditation	80.	NAGC National Association for Gifted Children
8.	AANP American Association of Nurse Practitioners	31.	AOTA American Occupational Therapy Association	56.	CNME Council on Naturopathic Medical Education	81.	NASAD National Association of Schools of Arts and Design
9.	ABA American Bar Association	32.	APA American Psychological Association	57.	COA Commission on Opticianry Accreditation	82.	NASD National Association of Schools of Dance
10.	ABAP The American Board for Accreditation in Psychoanalysis, Inc.	33.	APMA American Podiatric Medical Association	58.	COA-NA Council on Accreditation of Nurse Anesthesia Educational Programs	83.	NASM National Association of Schools of Music
11.	ABET Applied Science, Computing, Engineering, and Technology	34.	APsaA American Psychoanalytic Association	59.	COAPRT National Recreation and Park Association Council on Accreditation of Parks, Recreation, Tourism, and Related Professions	84.	NASP National Association of School Psychologists
12.	ABFSE American Board of Funeral Service Education Committee on Accreditation	35.	APTA American Physical Therapy Association	60.	CoARC Commission on Accreditation for Respiratory Care	85.	NASPAA National Association of Schools of Public Affairs and Administration
13.	ACAE Accreditation Commission for Audiology Education	36.	ARC-PA Accreditation Review Commission on Education for the Physician Assistant, Inc.	61.	COCA Commission on Osteopathic College Accreditation	86.	NAST National Association of Schools of Theater
14.	ACAOM Accreditation Commission for Acupuncture and Oriental Medicine	37.	ASHA American Speech-Language-Hearing Association	62.	COMTA Commission on Massage Therapy Accreditation	87.	NCACE National Council for Accreditation of Coaching Education
15.	ACBSP Accreditation Council for Business Schools and Programs	38.	ASHP American Society of Health-System Pharmacists	63.	CORE Council on Rehabilitation Education	88.	NCATE National Council for Accreditation of Teacher Education
16.	ACCE American Council for Construction Education	39.	ASLA American Society of Landscape Architects	64.	CSWE Council on Social Work Education	89.	NCSS National Council for the Social Studies
17.	ACEI Association for Childhood Education International	40.	ATMAE Association of Technology, Management, and Applied Engineering	65.	EHAC National Environmental Health Science & Protection Accreditation Council	90.	NCTE National Council of Teachers of English
18.	ACEJMC Accrediting Council on Education in Journalism and Mass Communications	41.	ATS Association of Theological Schools	66.	ELCC Educational Leadership Constituent Council	91.	NCTM National Council of Teachers of Mathematics
19.	ACFEF American Culinary Federation's Education Foundation	42.	AVMA American Veterinary Medical Association	67.	GAC Global Accreditation Center	92.	NLNAC National League for Nursing Accrediting Commission, Inc.
20.	ACME Accreditation Commission for Midwifery Education	43.	CAAHEP Commission on Accreditation of Allied Health Education Programs	68.	IACBE International Assembly for Collegiate Business Education	93.	NSTA National Science Teachers Association
21.	ACPE Accreditation Council for Pharmacy Education	44.	CAATE Commission on Accreditation of Athletic Training Education	69.	IFSAC-DA International Fire Service Accreditation Congress Degree Assembly	94.	PAB Planning Accreditation Board
22.	ACPE Association for Clinical Pastoral Education	45.	CACREP Council for Accreditation of Counseling and Related Educational Programs	70.	IRA International Reading Association	95.	PCSAS Psycholocial Clinical Science Accreditation System
23.	ACTFL American Council on the Teaching of Foreign Languages	46.	CADE-ADA American Dietetic Association Commission on Accreditation for Dietetics Education	71.	ISTE International Society for Technology in Education	96.	SAF Society of American Foresters
		47.	CAHIIM Commission on Accreditation for Health Informatics and Information Management	72.	ITEA-CTTE International Technology and Engineering Educators Association	97.	TEAC Teacher Education Accreditation Council, Inc.
		48.	CAHME Commission on Accreditation of Healthcare	73.	JRCERT Joint Review Committee on Education Programs in Radiologic Technology	98.	TESOL Teachers of English to Speakers of Other Languages

# STUDENT LEADERSHIP COMPETENCIES RESEARCH CONT.

- To expand on the competencies further, the researchers classified the competencies into four dimensions, knowledge, value, ability, and behavior.
  - *Knowledge*
    - Knowledge of or understanding of the value of a competency
  - *Value*
    - Value placed on a competency
  - *Ability*
    - Internal motivation to engage in a certain behavior or skill level to perform a certain behavior
  - *Behavior*
    - Engagement in a certain behavior



# 60 ESSENTIAL LEADERSHIP COMPETENCIES FOR THE 21<sup>ST</sup> CENTURY

## Chapter 1

# Learning and Reasoning

### Research

Leaders can often get inundated with the vast amount of information being produced and shared in a variety of formats, some of which is useful and some that is extraneous to the leaders' needs. It is important that leaders can produce and distinguish useful, legitimate information that is most applicable to each leadership situation.

Samantha is a member of student government, which is currently working with the institution's administration on the concern of student fee increases. She has been asked to provide research that backs the student government's position to keep fees low. To fulfill this task, Samantha gathers the most recently published schedules of student tuition and fees from peer institutions as well as researches scholarly articles documenting the detrimental effects of rising education costs. She uses this information to create a report to provide to the administration on behalf of student government.

### Research Competencies

#### Understands how to research information effectively (Knowledge):

Understanding effective strategies to use when engaging in research, including understanding what constitutes legitimate research, knowing resources available to use when researching, and understanding how to navigate through the vast array of information to effectively find the necessary information.

#### Values researching information effectively (Value):

Believing that the best information is derived from using effective research strategies; valuing not just gathering any information, but the best information.

#### Has skills to research information effectively (Ability):

Being able to research information effectively by being able to determine what constitutes legitimate research, effectively utilizing available resources when researching, and being able to navigate through the vast array of information to effectively find the necessary information.

#### Researches information effectively (Behavior):

Using effective research strategies to not just gather any information, but the best information.

#### Related Competency Areas

- Analysis
- Evaluation

#### CAS Domain Translation

- Knowledge Acquisition, Integration, Construction, and Application

#### Leadership Model Translation

- Relational Leadership Model: Purposeful

### Research Curricular Ideas

Dimension(s)	Curriculum	Other Competency Areas Developed
Knowledge	Offer a workshop covering tools and strategies for researching information effectively.	Receiving Feedback
Value	Have students discuss potential consequences of not using legitimate sources or not assessing for bias when doing research.	
Ability	Give students a topic to research so they can practice effective researching; have them share their research process; and then give feedback on their research skills.	
Behavior	Have students engage in a research project using only legitimate research and/or sources.	Evaluation
Behavior	Have students critique a piece that is self-published by an individual.	
Behavior	Have students research the same topic using a variety of sources and discuss the differences in information found among the sources.	Analysis

# LEARNING AND REASONING

- Research
- Other Perspectives
- Reflection and Application
- Systems Thinking
- Analysis
- Synthesis
- Evaluation
- Idea Generation
- Problem Solving
- Decision Making

# **SELF-AWARENESS AND DEVELOPMENT**

- Self-Understanding
- Personal Values
- Personal Contributions
- Scope of Competence
- Receiving Feedback
- Self-Development

# INTERPERSONAL INTERACTION

- Productive Relationships
- Appropriate Interaction
- Helping Others
- Empathy
- Mentoring
- Motivation
- Others' Contributions
- Empowerment
- Providing Feedback
- Supervision
- Collaboration

# GROUP DYNAMICS

- Organizational Behavior
- Power Dynamics
- Group Development
- Creating Change



# CIVIC RESPONSIBILITY

- Diversity
- Others' Circumstances
- Inclusion
- Social Justice
- Social Responsibility
- Service

# COMMUNICATION

- Verbal Communication
- Nonverbal Communication
- Listening
- Writing
- Facilitation
- Conflict Negotiation
- Advocating for a Point of View

# STRATEGIC PLANNING

- Mission
- Vision
- Goals
- Plan
- Organization

# PERSONAL BEHAVIOR

- Initiative
- Functioning Independently
- Follow-Through
- Responsibility for Personal Behavior
- Ethics
- Responding to Ambiguity
- Responding to Change
- Resiliency
- Positive Attitude
- Confidence
- Excellence

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# **HOW TO USE THE COMPETENCIES**

- Loyola University New Orleans
  - conducted competency mapping to identify the desired competencies for each student employment role
- University of Wisconsin Oshkosh 's Student Leadership and Involvement
  - completed an extensive gap analysis with all of their various efforts & identified 15 of the student leadership competencies their programs and experiences universally help students achieve
- Fairfield University
  - established the Collaborative Leadership Development Committee

MACRO-LEVEL

- Vanderbilt's EVOLVE Leadership Program
  - 8-week cohort-based personal leadership development program
  - focus on one competency per week
- Fairfield University's New Student Leaders (NSL)
  - Students selected for this leadership role complete a pre and post competency development assessment.
  - They participate in a competency development mentoring experience with a professional staff member.
  - All training associated with this role has been assigned specific competencies that are assessed for gains in one or more of the Knowledge, Value, Ability, and Behavior dimensions.

**MICRO-LEVEL**

# FIU CENTER FOR LEADERSHIP & SERVICE

- Learned about Student Leadership Competencies
- Researched how other institutions were using the Competencies
- Analyzed four major programs against the 60 competencies
- Decided to use the 8 headings to help focus



# FIU CENTER FOR LEADERSHIP & SERVICE

- Used data patterns and staff input to decide specific competencies within each heading to concentrate on
- Rewrote / reorganized departmental goals to align with the Competencies
- Verified the accrediting agencies used by FIU were included in the study
- Began utilizing and spreading the word!



### Communication

- Understands how to negotiate conflict effectively.
- Ability to facilitate effectively.
- Engages in active listening, non-verbal communication, and verbal communication effectively.

### Civic Responsibility

- Motivated to act in a socially just manner.
- Promotes diversity and understanding of others' circumstances.
- Engages in inclusive behavior.
- Understands the value of serving the community and being socially responsible.

### Group Dynamics

- Values creating change effectively.
- Understands the process of group development.
- Awareness of organizational behavior.
- Ability to respond to power dynamics effectively.

### Interpersonal Interaction

- Understands how to collaborate effectively.
- Ability to motivate and empower others.
- Utilizes others' contributions effectively.
- Develops productive relationships with others through mentorship and/or interacting with others appropriately.

### Learning and Reasoning

- Ability to understand the value of making decisions appropriate to each situation.
- Understands how to solve problems effectively.
- Articulates the value of reflecting on experiences to apply learning in the future.

### Personal Behavior

- Places a value on taking initiative.
- Motivated to follow-through on responsibilities.
- Takes responsibility for personal behavior and acts in an ethical manner.
- Demonstrates resiliency and the ability to respond to ambiguity and change.
- Establishes healthy behaviors and satisfying lifestyle habits.

### Self-Awareness and Development

- Understands the value in acting in alignment with my values.
- Motivated to engage in self-development.
- Willingness to enhance understanding of self.

### Strategic Planning

- Ability to articulate goals effectively.
- Understands how to develop a mission and vision effectively.
- Identifies importance of professional development.

# ADVANCED LEADERSHIP CHALLENGE

## ADVANCED LEADERSHIP CHALLENGE ▶▶▶▶▶

The FIU Advanced Leadership Challenge (ALC) is an opportunity for students to articulate how the involvements they are doing outside of the classroom help better prepare them for the workforce to employers.



Amanda McDole  
Class of 2015



Tracy Similien  
Class of 2015



**Achieve what is possible.**

For more information contact:

Sabrena O'Keefe | [saokeefe@fiu.edu](mailto:saokeefe@fiu.edu)



**LEADSERVE.FIU.EDU**

**FIU**  
Student Affairs  
Center for Leadership and Service

Students who successfully complete the program requirements will have the opportunity to receive the Leadership Medallion. The Advanced Leadership Challenge is open to Graduate and Undergraduate students enrolled at FIU.

### Student Leadership Competencies

Learning and Reasoning  
Self Awareness and Development  
Interpersonal Interaction  
Group Dynamics  
Civic Responsibility  
Communication  
Strategic Planning  
Personal Behavior



### Steps to complete the Advanced Leadership Challenge

- › Register online at [leadserve.fiu.edu](http://leadserve.fiu.edu)
- › Attend an **orientation** (may be done before or after registration)
- › Use the ALC log to identify existing or new involvements that enhance your knowledge of the student leadership competencies
- › Be involved!
- › Log involvement on **OrgSync**
- › Apply for the Leadership Medallion the semester you are graduating.

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# **ACADEMIC PARTNERS**

## **Hospitality Advanced Leadership Challenge (ALC)**

### **Undergraduate Participant Log**

PARTICIPANT INFORMATION	
Name:	PID#:
Primary Email:	Contact Number:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Transfer	Class Standing (year):
Major(s):	Minor(s):
ALC Start Date (semester/year):	Expected Graduation Date (semester/year):

To complete the ALC, at least one program in each competency box must be completed. Within each competency box, there is a Knowledge section and an Action section. Knowledge indicates that a participant has learned about that competency. Action indicates that a participant was required to demonstrate that competency. A participant must complete a program in the Action section for a minimum of three competencies. Though programs cover multiple competencies, a program can only be counted for one competency unless they are listed here:

- Academy of Leaders (3 competencies)
- Executive Protégé (2 competencies)
- **Formal Position with a year-long commitment (2 competencies)**
- **SOBE Festival Committee Assistant (2 competencies)**

*Note: Only programs that cannot be repeated or were a significant time commitment are able to be retroactive such as the Academy of Leaders or being Peer Advisor.*

Personal Behavior:	
<b>Knowledge</b> <input type="checkbox"/> aB Participant <input type="checkbox"/> Academy of Leaders <input type="checkbox"/> Career <del>Bootcamp</del> <input type="checkbox"/> Group Fitness Classes <input type="checkbox"/> Lunch, Learn, Lean In <input type="checkbox"/> Panther Camp Attendee <input type="checkbox"/> Rec Expo <input type="checkbox"/> Sex Carnival <input type="checkbox"/> SHS Open House <input type="checkbox"/> Wellness Expo <input type="checkbox"/> Wellness Consultation <input type="checkbox"/> _____	<b>Action</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> aB Site Leader  <input type="checkbox"/> CAPS Workshop  <input type="checkbox"/> <b>Get AHEAD</b>  <input type="checkbox"/> Greek Council <del>Eboard</del>  <input type="checkbox"/> <b>Hospitality Industry Competition</b>  <input type="checkbox"/> <b>Hospitality International Experience</b>  <input type="checkbox"/> <b>Hospitality Student Leadership Council</b>  <input type="checkbox"/> LEAD Team  <input type="checkbox"/> <b>Marriott Tianjin China Program</b>  <input type="checkbox"/> Panther Camp Executive Board  <input type="checkbox"/> Panther Camp Facilitator           </div> <div style="width: 33%;"> <input type="checkbox"/> Peer Advisor  <input type="checkbox"/> Peer Advisor Coordinator  <input type="checkbox"/> Resident Advisor  <input type="checkbox"/> <b>SOBE Festival Committee Assistant</b>  <input type="checkbox"/> <b>SOBE Lead</b>  <input type="checkbox"/> Student Government Member  <input type="checkbox"/> <b>Student Organization Eboard Member</b>  <input type="checkbox"/> _____           </div> </div>

# HOSPITALITY

- Developed a Hospitality Specific Advanced Leadership Challenge (ALC) Undergraduate and Graduate Log
- This added programs Hospitality offers to the log so that students can choose to concentrate on things in their major
- Webpage was created with this information on it

# POSSIBLE OPPORTUNITIES

- Advertise ALC to students
- Create a specialized track of the Advanced Leadership Challenge
- Send students to online FIU self-assessment
- Inform students about [studentleadershipcompetencies.com](http://studentleadershipcompetencies.com)
- Integrate into a current program or class
- Use 8 competencies when developing programs
- Use the online database to create programs specific for majors
- Learn how to advise students on developing the competencies
- Use our assessment data for your accrediting agency
- Other ideas encouraged and welcomed...

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# RESOURCES

- The Student Leadership Competencies Guidebook
- Corey Seemiller's website:  
[studentleadershipcompetencies.com](http://studentleadershipcompetencies.com)
- [The Jossey-Bass Student Leadership Competencies Database](#)
- Center for Leadership and Service website:  
[leadserve.fiu.edu](http://leadserve.fiu.edu)



**QUESTIONS?**